

Manuel DeMiguel Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3500 S. Gillenwater Drive, Flagstaff, AZ 86001

Flagstaff Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. William R. McCamley
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 590
Web Address : www.flagstaff.k12.az.us
Phone Number : (928) 773-4000
Fax Number : (928) 773-4010
E-mail : bmccamle@apscc.org

Mission

DeMiguel School grows successful learners. We expect our students to be responsible, caring individuals; master core subjects, the arts and PE; become cooperative problem solvers/communicators; and experience the satisfaction of learning.

School / Academic Goals

- ü Meet or exceed the overall National average of student Stanford 9 test scores at each grade level in Reading.
- ü To increase parental involvement in student's academic life, all classes will participate in four, documented Exhibitions per year. We will also promote high attendance and reduce unexcused tardies.

Instructional Programs

- ü Integrated Language Arts Curriculum
- ü Hands-on Math/Science Problem Solving
- ü Co-Op Learning - Differentiated Instruct
- ü DeMiguel is a NASA Explorer School

Enrollment

October 1, 2002 School Year Student Enrollment : 588
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 92

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 5 hours 40 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Manuel DeMiguel Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Achievement
- ü School Safety Issues
- ü Budget
- ü Parent Involvement/Communication
- ü School Structure
- ü Staff Development

Staffing Information for School Year 2003-04

Position

Number

Position

Number

Administrator

1.00

Teacher

26.00

Other Professional Staff

10.00

Teacher Aide

12.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

4

2

0

0

4 to 6 years

2

0

0

0

7 to 9 years

1

0

0

0

10 or more years

4

23

0

0

Shared Responsibilities

School

DeMiguel provides quality instruction; high expectations; a safe, healthy environment; basic school materials; comprehensive communication to parents about each child's progress and programs; and opportunities for volunteer involvement.

Parents

DeMiguel parents ensure regular student attendance, adequate rest, nutrition and cleanliness. They provide a safe, healthy home environment; and family information that will help us meet their child's needs. NO CHILD IS LEFT BEHIND!

Resources Available at School Site

Special Facilities

ü Media Center with Computer Lab

ü Observatory with 16-inch Telescope

Extracurricular Activities

ü Student Council (4-6)

ü Band and Orchestra (5, 6)

ü Advanced Math and Sports Clubs (5, 6)

ü Children's Chorus (3, 4)

Social Services

ü Breakfast/Lunch Programs

ü Before/After School Child Care-FACTS

ü Health/Counseling/Crisis Services

ü PTO Parenting Workshops and Socials

Transportation Policy

Students living one mile from DeMiguel, who live in our boundaries, are provided transportation to and from school. Students with disabilities who require transportation, as indicated on their IEPs, are also served by our Transportation Department.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Our students' test scores have continued to rise! We have added Accelerated Reader and Accelerated Math to meet varied needs of students. All faculty apply recent brain research in order to bring out the best in EVERY student.
- ü DeMiguel's Comprehensive Gifted Education Program serves over 120 identified students plus many more through our inclusion model. Our Challenge and Enrichment Program received a grant for language instruction through Writing in the Professions.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Exemplary Elementary Science Teacher of the Year	2002
ü Presidential Award for Excellence in Science and Math	2002
ü NASA Explorer School	2003
ü Odyssey of the Mind Team Placed Fifth in Nationals	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	13	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	67
Grades 3-4	86	86
Grades 4-5	69	93
Grades 5-6	84	96

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	758	75372	103	101	101	542	530	523	3	6	9	19	23	25	32	35	36	46	35	30
All Students (Prior Year)	80	781	70809	NA	NA	NA	546	526	518	3	6	11	10	23	27	41	39	35	46	32	27
Female	47	378	36901	104	101	101	553	528	524	0	7	8	14	25	25	35	33	36	51	34	31
Male	43	380	38385	102	102	101	528	532	523	6	6	9	26	20	24	29	38	36	40	37	30
African American	--	22	3589	--	100	96	--	500	501	--	11	18	--	37	33	--	42	33	--	11	16
Hispanic	NC	149	29103	NC	100	99	NC	503	510	NC	15	12	NC	38	31	NC	26	36	NC	20	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	168	5086	NC	102	114	NC	508	491	NC	11	22	NC	33	38	NC	38	28	NC	18	12
White	72	407	34597	104	100	98	545	545	535	3	2	4	16	15	20	29	36	38	52	46	38
Students with Disabilities	19	139	8057	173	124	99	526	529	496	11	12	23	22	24	31	22	24	28	44	39	17
Students without Disabilities	71	619	67315	93	97	101	544	530	525	1	6	8	19	23	24	33	36	37	46	35	31
Limited English Proficient Students	NC	128	16925	NC	106	112	NC	469	482	NC	34	27	NC	43	40	NC	17	26	NC	6	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	166	26325				--	524	504	--	7	15	--	24	34	--	42	33	--	27	18
Non-Economically Disadvantaged	90	592	49047				542	531	530	3	6	6	19	23	21	32	34	37	46	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	761	75221	103	102	101	531	526	523	1	7	8	16	17	16	58	53	56	25	23	21
All Students (Prior Year)	81	775	70860	NA	NA	NA	552	531	524	1	6	9	4	15	17	39	45	45	56	35	30
Female	47	379	36833	104	101	100	538	526	526	0	7	6	12	18	15	56	51	56	33	24	23
Male	43	382	38319	102	103	101	524	526	520	3	6	9	21	16	17	61	56	56	15	23	18
African American	--	22	3597	--	100	97	--	518	510	--	16	14	--	5	22	--	58	53	--	21	11
Hispanic	NC	150	29019	NC	101	99	NC	513	513	NC	17	12	NC	27	21	NC	42	55	NC	15	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	169	5071	NC	103	114	NC	511	502	NC	11	20	NC	28	27	NC	51	46	NC	10	8
White	72	407	34543	104	100	97	532	534	531	0	2	4	13	12	12	62	56	58	25	30	26
Students with Disabilities	19	142	8006	173	127	99	528	523	505	0	13	22	29	21	23	57	41	42	14	26	13
Students without Disabilities	71	619	67215	93	97	101	532	526	524	1	6	7	14	17	16	58	54	56	26	23	21
Limited English Proficient Students	NC	130	16853	NC	107	112	NC	478	489	NC	43	29	NC	37	36	NC	20	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	168	26256				--	529	509	--	7	14	--	16	24	--	53	51	--	24	11
Non-Economically Disadvantaged	90	593	48965				531	526	528	1	6	5	16	17	13	58	53	58	25	23	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	754	73654	102	101	99	544	533	530	4	6	9	11	14	13	77	73	70	8	7	7
All Students (Prior Year)	80	763	68592	NA	NA	NA	582	551	542	1	5	9	0	9	12	63	66	63	36	19	16
Female	46	375	36239	102	100	99	557	537	537	2	7	7	5	12	11	83	71	72	10	9	10
Male	43	379	37301	102	102	98	527	530	523	6	5	12	18	16	15	70	74	68	6	5	5
African American	--	22	3488	--	100	94	--	522	515	--	21	16	--	11	18	--	63	62	--	5	4
Hispanic	NC	146	28348	NC	98	96	NC	519	520	NC	13	13	NC	19	17	NC	66	65	NC	3	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	167	4947	NC	102	111	NC	516	507	NC	10	22	NC	25	22	NC	61	53	NC	4	3
White	72	406	33924	104	100	96	547	543	537	2	2	5	10	10	10	82	79	75	7	9	9
Students with Disabilities	19	138	7306	173	123	90	524	528	506	0	11	24	29	16	20	71	68	52	0	5	4
Students without Disabilities	70	616	66348	92	97	100	546	534	531	4	6	8	9	14	13	78	73	71	9	7	8
Limited English Proficient Students	NC	128	16422	NC	106	109	NC	486	495	NC	35	30	NC	29	27	NC	35	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	164	25711				--	535	514	--	3	16	--	17	19	--	71	61	--	9	3
Non-Economically Disadvantaged	89	590	47943				544	533	535	4	7	7	11	13	11	77	73	74	8	7	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	907	76230	100	101	101	539	513	498	1	5	12	16	33	38	10	15	12	72	46	37
All Students (Prior Year)	95	822	72888	NA	NA	NA	529	505	494	0	10	14	23	37	40	15	13	12	62	41	34
Female	43	418	37247	96	98	100	538	514	500	3	5	11	15	34	40	8	14	13	74	47	37
Male	41	486	38725	100	102	101	539	512	497	0	6	14	18	33	37	13	15	12	68	46	37
African American	NC	18	3594	NC	100	96	NC	494	476	NC	18	22	NC	29	46	NC	12	11	NC	41	21
Hispanic	NC	161	28100	NC	100	98	NC	495	482	NC	12	18	NC	41	47	NC	14	11	NC	33	24
Asian/Pacific Islander	NC	10	1447	NC	100	95	NC	500	527	NC	0	5	NC	60	26	NC	10	11	NC	30	58
American Indian/Alaskan Native	NC	191	5292	NC	99	113	NC	498	463	NC	10	31	NC	40	47	NC	17	8	NC	34	14
White	71	511	35389	100	98	96	543	523	514	2	2	6	14	28	32	9	15	14	76	54	48
Students with Disabilities	11	173	9022	110	109	105	486	489	465	20	12	31	40	41	43	20	24	8	20	22	17
Students without Disabilities	75	734	67208	99	99	100	542	515	500	0	5	12	15	33	38	9	14	12	76	48	38
Limited English Proficient Students	NC	138	14826	NC	104	113	NC	467	460	NC	25	31	NC	55	51	NC	14	8	NC	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	236	25037				--	506	477	--	8	21	--	36	47	--	14	11	--	42	21
Non-Economically Disadvantaged	86	671	51193				539	515	507	1	5	9	16	33	35	10	15	13	72	48	43

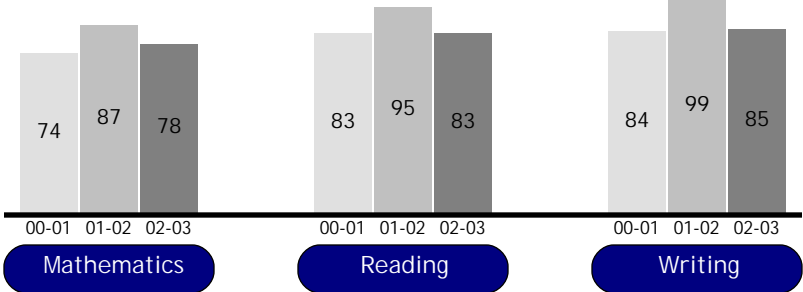
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	905	76202	100	100	101	527	510	505	1	11	19	13	22	24	52	52	46	34	16	11
All Students (Prior Year)	95	824	72779	NA	NA	NA	522	509	505	8	17	21	15	20	20	42	44	43	35	19	15
Female	43	420	37231	96	99	100	522	511	507	0	9	16	26	23	24	36	51	48	38	17	13
Male	41	482	38718	100	101	101	533	509	503	3	13	22	0	20	24	66	52	44	32	14	10
African American	NC	18	3600	NC	100	97	NC	506	497	NC	6	28	NC	31	29	NC	56	39	NC	6	5
Hispanic	NC	159	28090	NC	99	98	NC	504	497	NC	20	28	NC	28	30	NC	37	37	NC	15	5
Asian/Pacific Islander	NC	10	1443	NC	100	95	NC	503	515	NC	20	9	NC	20	19	NC	50	53	NC	10	19
American Indian/Alaskan Native	NC	191	5311	NC	99	113	NC	498	491	NC	24	38	NC	26	31	NC	42	28	NC	8	3
White	71	513	35371	100	99	96	530	515	512	0	6	10	12	18	20	52	58	54	36	18	16
Students with Disabilities	11	172	9097	110	109	106	502	502	493	0	16	39	40	21	27	60	58	29	0	5	5
Students without Disabilities	75	733	67105	99	99	100	529	510	506	1	11	18	11	22	24	51	51	47	36	16	12
Limited English Proficient Students	NC	137	14780	NC	103	113	NC	490	486	NC	47	50	NC	23	32	NC	28	18	NC	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	236	24961				--	502	495	--	19	32	--	24	30	--	47	34	--	9	4
Non-Economically Disadvantaged	86	669	51241				527	512	509	1	9	14	13	21	22	52	53	51	34	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	897	74692	99	100	99	535	512	502	3	10	18	15	25	27	62	57	47	21	8	8
All Students (Prior Year)	91	792	70710	NA	NA	NA	547	526	512	1	10	17	18	23	26	50	46	42	30	21	16
Female	42	415	36710	93	98	99	545	518	509	0	7	14	11	25	26	68	59	50	21	9	10
Male	41	479	37742	100	101	98	528	506	495	5	13	22	18	25	28	55	55	44	21	7	6
African American	--	17	3516	--	94	94	--	503	487	--	27	26	--	27	31	--	40	39	--	7	4
Hispanic	NC	158	27492	NC	98	96	NC	495	486	NC	18	27	NC	36	32	NC	41	38	NC	5	4
Asian/Pacific Islander	NC	10	1428	NC	100	94	NC	499	528	NC	20	8	NC	0	20	NC	80	54	NC	0	18
American Indian/Alaskan Native	NC	190	5166	NC	98	110	NC	492	470	NC	20	39	NC	36	32	NC	41	27	NC	3	2
White	71	508	34785	100	98	94	540	524	517	2	5	10	14	19	23	62	66	56	23	10	11
Students with Disabilities	11	169	8428	110	107	98	496	499	472	20	11	38	20	32	30	60	55	29	0	3	3
Students without Disabilities	74	728	66264	97	98	99	538	513	503	1	10	17	15	25	27	62	57	48	22	8	8
Limited English Proficient Students	NC	137	14363	NC	103	109	NC	462	459	NC	44	47	NC	33	34	NC	23	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	233	24507				--	501	480	--	13	31	--	31	33	--	54	33	--	3	3
Non-Economically Disadvantaged	85	664	50185				535	515	511	3	10	13	15	23	24	62	58	53	21	9	10

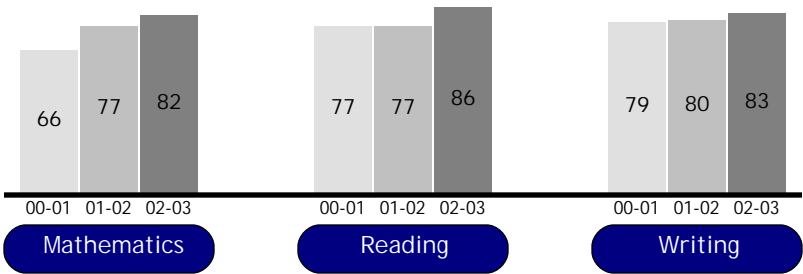
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	75	61	53	93	64	49	44	97	64	56	50
	Language	86	69	52	45	95	60	45	39	100	57	47	43
	Mathematics	86	84	65	56	95	68	58	52	97	69	64	57
3	Reading	83	72	61	50	92	70	51	43	100	67	53	47
	Language	86	73	61	55	92	70	56	50	100	67	59	54
	Mathematics	86	72	62	53	92	74	58	50	97	75	60	54
4	Reading	90	77	66	55	91	68	56	47	99	76	60	52
	Language	94	69	58	50	91	62	50	45	99	70	53	48
	Mathematics	94	75	65	56	91	72	60	52	98	80	64	57
5	Reading	91	73	57	51	97	72	54	46	95	82	59	50
	Language	92	71	51	46	97	67	48	43	96	74	53	46
	Mathematics	94	82	60	56	97	78	62	54	96	87	67	57
6	Reading	84	75	61	54	91	83	60	49	99	80	63	53
	Language	87	68	54	46	91	69	53	42	99	76	56	45
	Mathematics	85	82	70	61	92	89	69	58	100	89	73	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We promote consistent/fair/modeled behavioral expectations. We include parents in discipline issues & promote regular opportunities for parents to connect with our school. Our students are taught peer mediation skills through Compliments & Concerns.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Linda Borzilleri	(928) 773-4000
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	Sid Vinson	(928) 773-4003
School Nutrition Programs	Don Gala	(928) 527-6090
Parent Organization	Stacie Whitman	(928) 773-4000
Student Health/Nurse	Mary Lotten	(928) 773-4002

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards